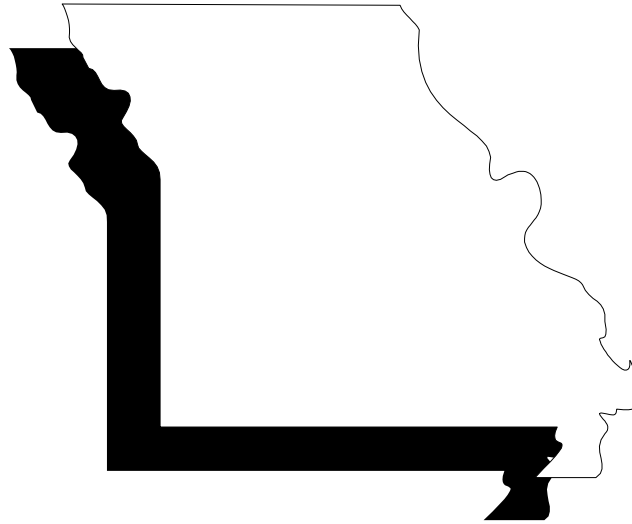


Where in Missouri are you?



Integrated Performance Event

Grades 6-8

by

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## Where in Missouri Are You?

**Purpose:** This performance event is evaluative for individual student performance in applying basic knowledge and understanding information contained on a map. The student will be required to use a Missouri road map as a tool for problem solving, to analyze and synthesize information, and to justify decisions.

**Show-Me Standards Addressed:**

Knowledge: SS7, M1, CA 3

Performance: 2.1, 3.2, 3.3, 3.7

**Grade Range:** Grades 6-8

**Subject(s):** Math, Social Studies, and Communication Arts

**Materials Needed for each student:** pencil, Missouri map, string, ruler, calculator, and the Performance Event Packet containing the Student Prompt, Scoring Guide, and the Response Sheets.

**Time Needed for Event:**

- one class period for the pre-assessment activity
- thirty to forty minutes for the assessment event

**Instructions for Administration:** Distribute the necessary materials as listed above. Provide students with the Performance Event Packet and read the prompt aloud so they clearly understand the directions.

**Pre-assessment Instructions:** This event is intended to be used following a social studies map skills unit. The prerequisite knowledge needed prior to the administration of this assessment is an understanding in the use of a map index, a map legend, a scale of miles, and a compass rose. Additional prior knowledge needed is a working knowledge of how to use a map to figure mileage, how to write cardinal directions, a knowledge of mathematical computations for the purpose of figuring total mileage and driving time, and the ability to communicate a justification in writing. An optional pre-assessment activity has been provided and may be administered if needed.

## **Where in Missouri Are You? Student Prompt**

A school principal has asked the Student Council to contact several individuals to give a special presentation for a school assembly. Members of the planning committee for this event need to give information to the person chosen to present at the assembly. The principal has asked that the committee provide the two alternate routes (using cardinal directions), the estimated mileage, and an approximate amount of time it will take for the speaker to reach the school from his/her hometown.

The principal's final decision is to use a person from Cape Girardeau as the guest speaker. Since the assembly will take place in February, please explain in a business letter to the speaker which route you would recommend for him/her to travel (including mileage and driving time) and give supporting reasons for your choice.

### **Your work will be assessed on how well you:**

- \* explain to the speaker two suggested routes with accurate cardinal directions, mileage, and driving time from Cape Girardeau to Jefferson City.
- \* compose a business letter to the speaker including complete directions, mileage, and driving time for the preferred route.
- \* justify the preferred route for February travel in your letter.

“Where in Missouri are You?”  
Preassessment Activity

Note: On US.Interstate highways, the speed limit is\_\_ miles per hour, except in city limits. On Missouri state highways, the speed limit is \_\_miles per hour.

The first speaker is coming from St. Joseph to your school in Columbia.

Route traveled	Total mileage	Driving time

Another speaker to consider is coming from Kirksville to Springfield.

Route traveled	Total mileage	Driving time

Where in Missouri are You?  
Assessment Response Sheet

*The individual chosen to speak is coming from Cape Girardeau to Jefferson City.*

(Explain two suggested routes below.)

Route traveled	Total mileage	Driving time

Compose a business letter to the speaker including complete directions, mileage, and driving time for the preferred route. Justify the preferred route for February travel in your letter.

[illegible]

## Where in Missouri are You? Scoring Guide

	4: Exemplary	3: Proficient	2: Nearing Proficient	1: Little or No Success
<b>English/ Language Arts</b>	The body of the letter includes opinion of preferred route including mileage and driving time, clearly stated with substantial and specific support expressed for February travel. Demonstrates distinct focus and awareness of audience and task. Proper business letter-writing format correctly followed. Body of letter written with few (if any) mechanical errors.	The body of the letter includes opinion of preferred route including mileage and driving time, clearly stated with adequate support expressed for February travel. Demonstrates adequate focus and awareness of audience and task. Business letter-writing format followed with some errors. Body of letter written with some mechanical errors.	The body of the letter may lack either route description, mileage, and/or driving time. Route description(s) either not given or not supported for February travel. Demonstrates unclear and/or confused focus of task and audience. Response written as letter with several errors indicating lack of understanding of business letter format . Several errors in mechanics making letter difficult to read.	The body of the letter does not include preferred route, distance, or diving time. No apparent awareness of audience or task or not related to February travel. Information not presented in letter format of any kind. Many errors in mechanics present making writer's ideas difficult to understand.
<b>Math</b>	Response accomplished prompted purpose. Student gives two suggested routes (using cardinal direction). Mileage is accurately calculated to the route(s) given + or -20 miles. Student gives approximate driving time (within 30 minutes) to destination. Student's written explanation clearly supports their choice and addresses issue of February travel.	Evidence in the response convinces you that the student can revise the work to a 4 with help of written feedback. The product shows two suggested routes with minor deficiencies in mileage (distance) and driving time. The student's response may explain but not clearly justify their decision regarding February travel.	Response indicates that the student is not ready to revise the work without a conversation or more teaching. Student's response may include possible route but mileage does not support route given and time allowed for travel may be missing or miscalculated. There may be no apparent relationship between travel information and the written response.	Task is incomplete and there is little or no evidence to demonstrate the student's ability to calculate distance traveled and time. Written explanation is missing, unrelated to travel route or has no support.
<b>Social Studies</b>	Response gives two suggested routes using cardinal directions and accurate mileage + or - 20 miles. Response demonstrates ability to interpret a map including scale of miles, index, legend, etc. Student's written explanation clearly supports their choice and justification addresses issues of preferred route for February travel.	Evidence in the response convinces you that student can revise the work to a 4 with help of written feedback. The product gives two suggested routes and mileage may be greater than + or - 20 miles. There may be evidence of minor map interpretation deficiencies or usage of cardinal directional skills. Student's response may explain but not clearly justify their decision regarding February travel.	Response indicates that student is not ready to revise the work without a conversation or more teaching. Student's response may include possible route and mileage, but be incomplete, sketchy, or lack supporting explanation. There may be not apparent relationship between the travel information and the written response.	Task is incomplete and there is little or no evidence to demonstrate the student's ability to interpret a map. The written explanation is missing, unrelated to travel route, or has no support.